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The Tragedy of Faculty Frank: Creating Dynamic Assessment Tools to Inspire Holistic Innovation

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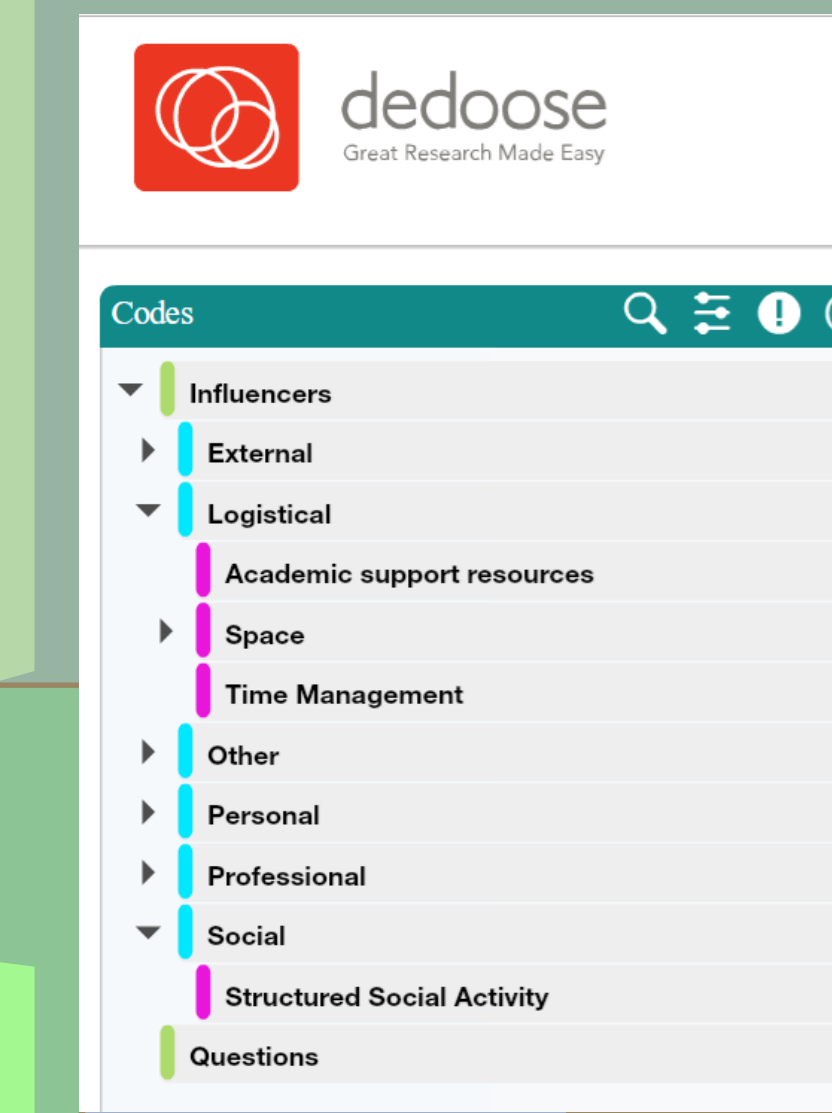
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Downloaded from Deep Blue, University of Michigan's institutional repository

Mapping Influencers



Compiling Research



Affinity Mapping Round 1



Influencer Map Template



Research

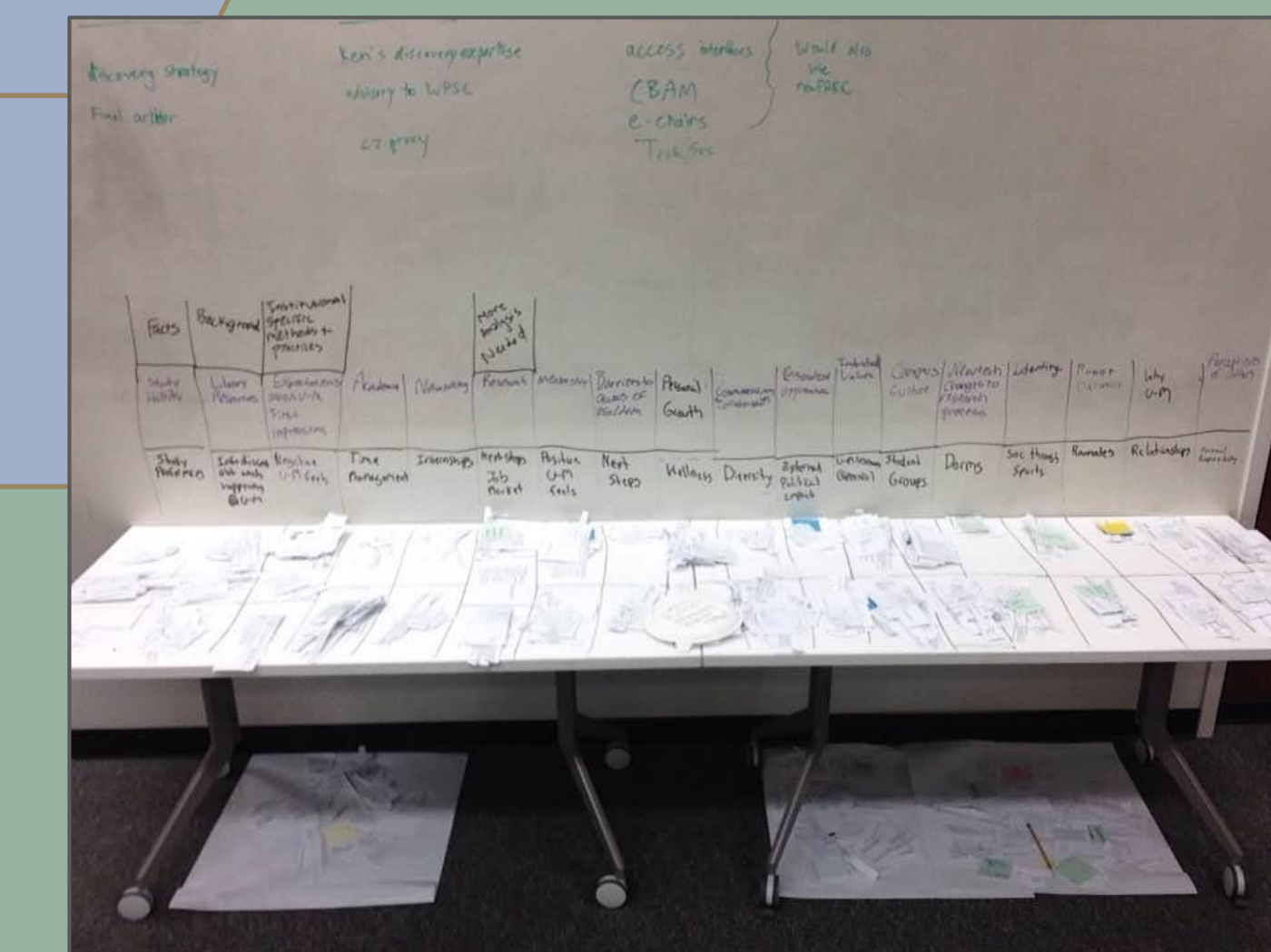


Conducting Research



Prototyping Design Session

Final Affinity Mapping



The Tragedy of Faculty Frank:
Creating Dynamic Assessment Tools to
Inspire Holistic Innovation

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By Sheila Garcia and Denise Leyton
University of Michigan

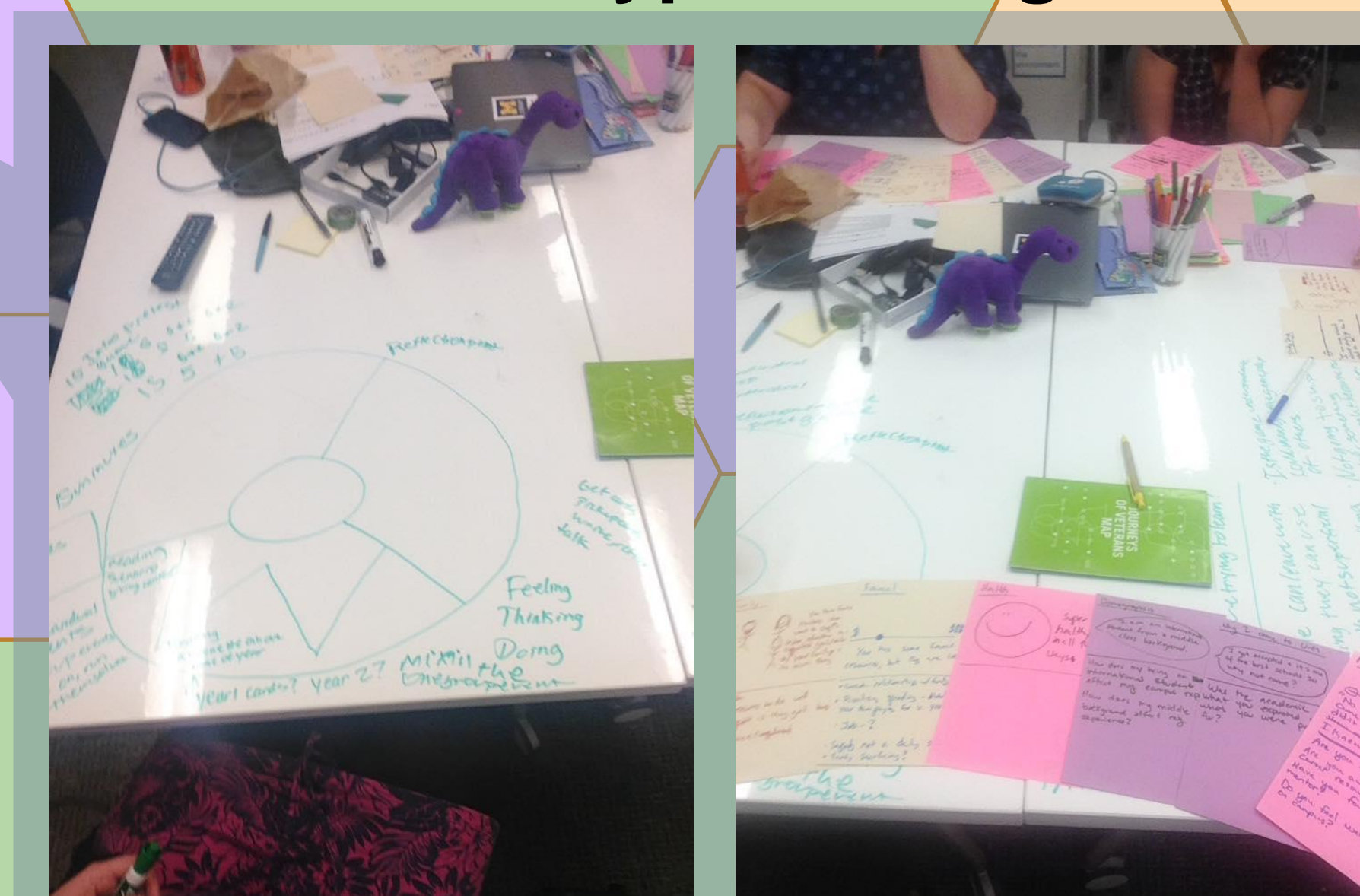
Analysis



Synthesis



Prototype Testing



Opportunities



Prototyping Design Session



Continuous Improvement

I Statements

I worry about my partner being happy while I'm at U-M completing my graduate degree.

I am intrinsically motivated to learn and succeed.

I lean on other students to learn about events and resources on campus.

I feel pressured to find an internship or else I believe I am falling behind.

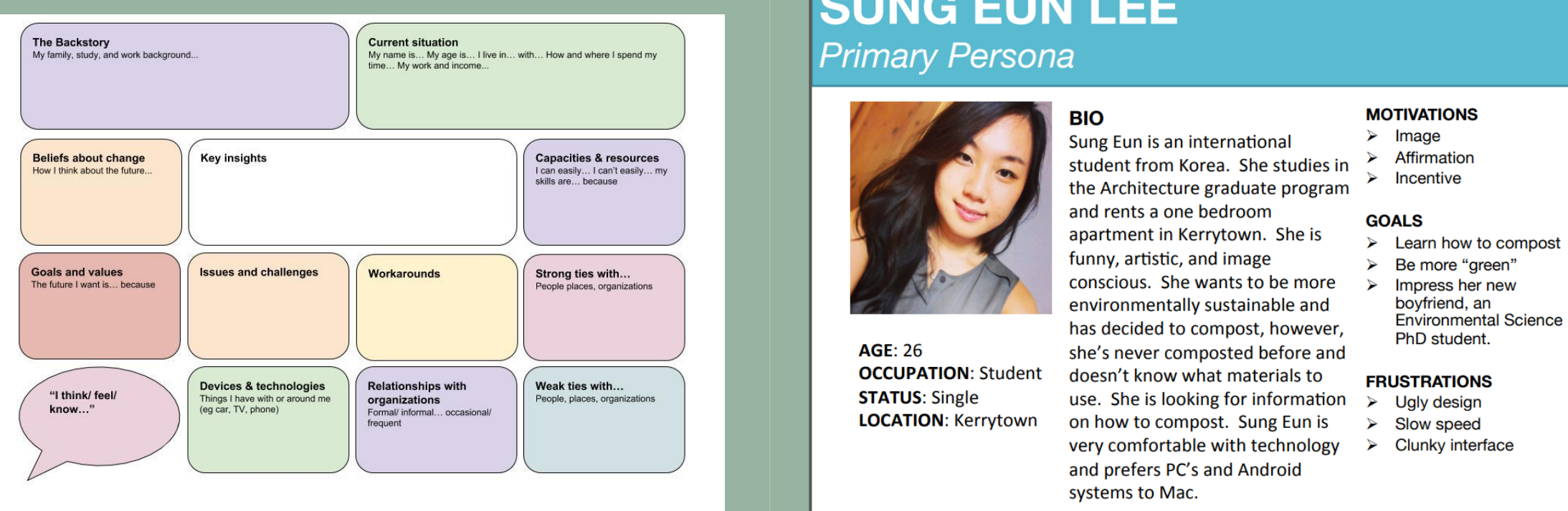
I don't think I was prepared for U-M because my high school didn't focus so much on grades.

Overall, people at U-M agree on many issues, making it difficult for me to express any contrary views.

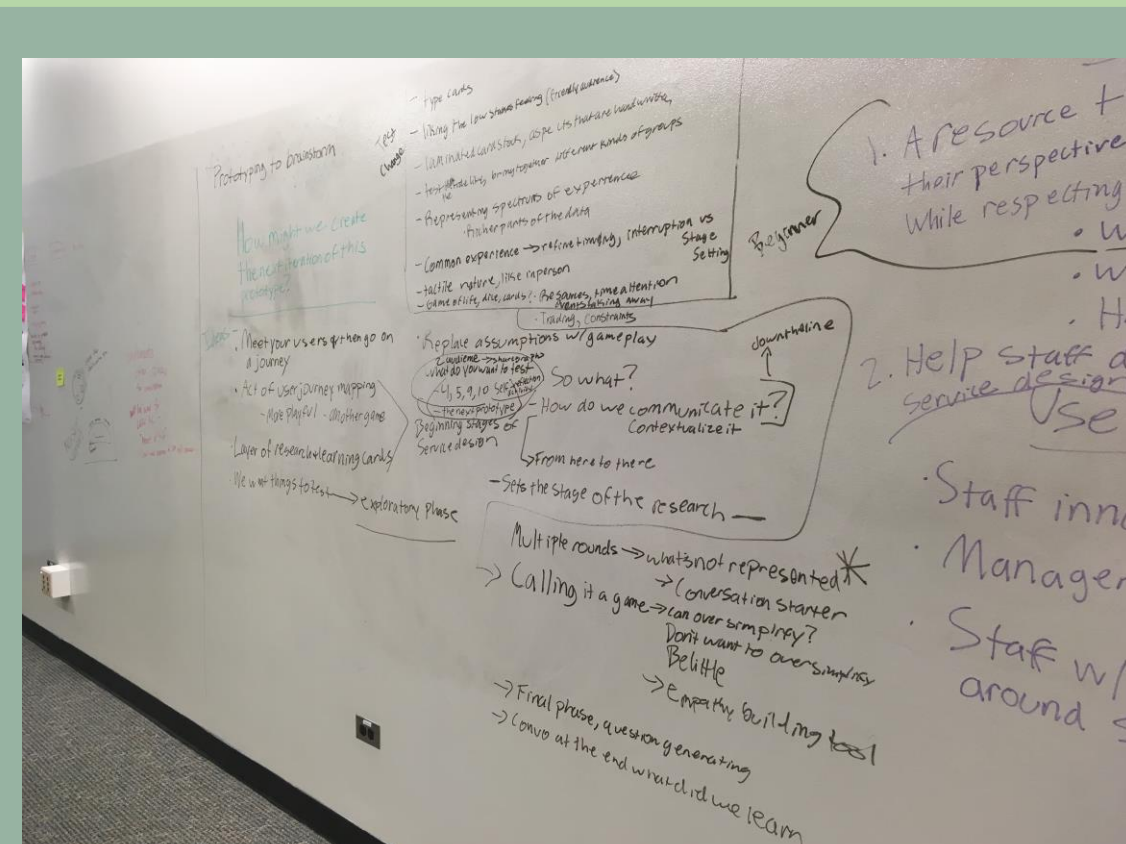
I seek out organizations or communities that expose me to diverse perspectives.

I made friends and thrived socially because of the community environment of the dorms.

Background Research



Next Steps



References

Gardenswartz, L., & Rowe, A. (2008). *Diverse teams at work: Capitalizing on the power of diversity*. Alexandria, Va: Society for Human Resource Management.

Kimbell, L. (2015). *The service innovation handbook: Action-oriented creative thinking toolkit for service organizations*. Amsterdam, Netherlands: BIS Publishers.

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